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ABSTRACT

Board of Education Action Motion No. 16 requires each school in the Cincinnati system to establish a discipline committee to establish a formal structure designed to encourage cooperative efforts between and among staff, students, parents, and other concerned citizens. The focus of these cooperative efforts is to improve pupil behavior. This document has been developed as a general resource for school discipline committees and offers many how-to-do-it suggestions to help local committees work through the organization, planning, and evaluation processes. This information is, however, in no way meant to be all-inclusive. Suggested sources of resources for program development are included as are several appendices providing background information on board policy; administrative procedures on suspension, expulsion, and removal from school; and related information. (Author/IRT)

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IMPROVING DISCIPLINE IN OUR SCHOOLS

An Operational Handbook for School Discipline Committees

EA 011 175

September 1977

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Dr. Bernard Barbadora	Administrative Research
Mr. Harry Lodge	Pupil Adjustment
Mr. Walter Lund	Continuing Education
Dr. Lorena O'Donnell	Curriculum & Instruction
Mr. Marvin Rammelsberg	Guidance Services

Co-Editors

Mr. Brinson Terry	Guidance Services
Dr. Willis Holloway	Assistant Superintendent, Department of Human Resources

IMPROVING DISCIPLINE IN OUR SCHOOLS

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IMPROVING DISCIPLINE IN OUR SCHOOLS

Introduction

The word "discipline" is often used in a general manner in conversation as well as in planning. Most people use discipline in a negative context, meaning some form of punitive action. On the other hand, the more positive definition of discipline is to teach. The ideal state in a human being is self-discipline. Therefore, education programs should be designed to promote self-discipline in the learner. Conflict often arises among adults regarding the appropriate methods and applications for achieving self-discipline. Final resolution of such conflicts requires both empirical and value consensus among those adults concerned with good discipline. It is for this reason that emphasis on improving discipline in the Cincinnati Public Schools is being placed in the hands of local school committees.

The professional literature is replete with research supporting the conclusion that there must be maximum COOPERATION between the school staff, parents, pupils, and the community in order to improve or maintain good discipline. Such cooperation can best be achieved in a local community where a more homogeneous set of standards or values is likely to exist or can best be achieved. While there might be similarity between school communities, the differences seem to be sufficient to militate against any central or common determination of needs, goals, and treatments.

Each school community is expected to take initiative to ameliorate disruptive pupil behavior in the school. The Board of Education has formally adopted a code of conduct setting forth offenses which cannot and will not be tolerated in the school environment. The school discipline committee, in conjunction with the staff and pupils, should set positive behavior standards and expectations for the school. The activities of the committee should be designed to promote those standards as well as the procedures for dealing with pupils who are in violation of the standards. The central office staff, working directly with the special discipline program, will do everything possible to help principals and/or school discipline committees become operative and productive. It is important to note that no school will be told precisely what the primary discipline problems are, nor what exact treatments should be used to ameliorate the problems. The central office staff will provide information, resources, and consultant help. In addition, each school committee will be monitored to determine the degree to which it is functioning. It suffices to say that non-existent or inactive committees will be given the appropriate positive infusion.

The content of this handbook offers many "how-to-do-it" suggestions. These are guides designed to help local committees work through the organization, planning, and evaluation processes. This information is in no way meant to be all-inclusive of ideas and techniques for school committees.

WILLIS HOLLOWAY
Assistant Superintendent,
Department of Human Resources

September 1977

THOSE WHO HAVE THE NERVE TO CRITICIZE MUST
HAVE THE NERVE TO HELP

Section I – Purposes

A. The School Discipline Committee

B. The Handbook

C. Clarification of Authority

IMPROVING DISCIPLINE IN OUR SCHOOLS

Purposes

Purpose/School Discipline Committee

The purpose of school discipline committees is to establish a formal structure designed to encourage cooperative efforts between and among staff, students, parents and other concerned citizens. The focus of these cooperative efforts is to improve pupil behavior (discipline in the schools).

Even though Board of Education Action Motion #16 requires each school to establish a discipline committee, there is a functional administrative reason for doing so. Any attempt to impose a single plan of action on all school communities would be doomed to failure. Not only would the problem identification priorities likely be off target, but such an effort would deny staff, parents, students, and other concerned citizens the important experience of value clarification and goal setting resulting from local involvement. The school discipline committee represents the best management vehicle for bringing about improvements in school discipline, and it allows parents, staff, students and concerned citizens to become directly involved in changing the climate of their school. The process should prove to be much more effective than imposing a single plan of discipline on all schools.

Purpose/Handbook

This document has been developed as a general resource for school discipline committees. In previous years, some school committees have experienced difficulty in getting organized and operational. While this document cannot describe the precise remedy for each school community situation, it does provide many good examples of "how to do it." More importantly, the suggestions contained in this document, if carefully reviewed, will likely trigger the thoughts of committee members and produce committee effectiveness. The common message conveyed by the handbook is that local school committees must be properly organized to insure people involvement, accountability, and successful outcomes.

Committee Authority

The school principal is legally accountable to the Superintendent for all school activities. Consequently, it must be clearly understood that the school discipline committee is advisory to the principal.

Principals are eager to have the help and support of teachers, students, parents, and other concerned citizens. The school administration will be sensitive to and take initiative in promoting a level of cooperation among the committees that will transcend most authority issues. However, in order to avoid

philosophical or operational impasses, the principal and the committee should establish a clear understanding about communication and decision-making in the school.

SCHOOL/COMMUNITIES MUST BE ORGANIZED
TO EFFECTIVELY COMBAT DISRUPTIVE BEHAVIOR
AND CREATE A CLIMATE CONDUCIVE TO LEARNING

Section II – Committee Organization

A. Organization Responsibility

B. Membership

C. Soliciting Participation

D. Meeting Schedule and Structure

Organizing a School Discipline Committee

Accountability

The principal of each school is responsible for the initiation and operation of the school discipline committee. The principal may assign this responsibility to a designee. In either event, the principal is responsible for information and/or reports requested about the activities of the discipline committee.

The school discipline committee is a part of a systemwide effort to improve discipline and safety in all schools. Central responsibility for this effort rests with the Assistant Superintendent, Department of Human Resources. He will communicate directly with principals in certain instances and through area directors in others, but always with the approval of the Assistant Superintendent, Department of Curriculum and Instruction.

Suggested Committee Membership

The school discipline committee must include representation from the following groups: administrators, teachers, parents, and students (junior and senior high school). Other community persons may be included at the discretion of the principal and/or the committee. It is strongly recommended that parents make up the largest percentage of the committee's membership. This recommendation is obviously predicated on the need for greater parental involvement and support in school discipline.

The administrative structure of the committee (officers) is left to each committee. However, the officers of the committee should not be dominated by school personnel.

Ideas for Encouraging Volunteer Membership on School Discipline Committees

Staff

It is important for all major categories of personnel to be represented on this committee. For example, the janitors and secretaries have the opportunity to influence pupil behavior as much as teachers. Every effort should be made to involve persons from the staff who are interested in this particular school issue and willing to spend some extra time.

Parents

The PTA and/or other parent groups should be apprised of the school's plans for insuring the safety and discipline of pupils. Parents should be encouraged to serve on the school discipline committees. Emphasis should be placed on parents who are both interested and have the time to assume committee responsibility.

Other Community Persons

Some school communities have a number of civic and professional organizations located in close proximity to the school. Contact should be made with such groups

to solicit support and participation on the school discipline committees. Many times a failure to do so will leave such organizations free to be critical of the school climate without having accurate information or assuming responsibility for improvement.

Students

If carefully selected, students can be a vital resource to the school discipline committee. Most often, the tendency is to identify only articulate students on the assumption that they will respond more comfortably with adults. It might prove equally beneficial to solicit students who have poor discipline records. When such students are included, the committee members must behave in a manner that will encourage their full cooperation and involvement. While there are many group dynamic techniques that can be applied, the simplest one is to impress such students that their knowledge and opinions are valuable and needed. Persons working to organize school discipline committees must constantly be reminded that it is absolutely essential to have a broad base of concerned people working cooperatively on the committees.

Meeting Schedule

School discipline committees should meet a minimum of once per month. However, depending upon the goals and action plans of the committee, meetings may be held as frequently as necessary. The committee should consider the establishment of an appropriate number of smaller subcommittees who can meet and implement action plans. Subcommittees should report to the larger committee at the regular monthly meeting.

Subcommittee Structure

Subcommittees could cover a narrow or wide range of potential business. Some examples of subcommittee assignments are: discipline needs assessment, goal setting, school discipline data analysis (suspensions, expulsions, etc.) school discipline evaluation, information dissemination, and publicity. The above suggestions in no way represent an all-inclusive list of activities for a school discipline committee. The final number and types of standing subcommittees should be determined from the local needs assessment and goal setting process which are discussed in another section of this handbook.

IF THERE IS NO CONSENSUS ON WHERE THE GROUP WANTS TO GO, EVERYONE IS LIKELY TO GO IN A DIFFERENT DIRECTION. GOALS AND OBJECTIVES WILL HELP GIVE DIRECTION TO THE ACTION PLAN

and

A GOOD NEEDS ASSESSMENT WILL HELP THE SCHOOL / COMMUNITY IDENTIFY THE DISCREPANCY BETWEEN THE DESIRED SCHOOL CLIMATE AND THE EXISTING ONE

Section III – Discipline Goal Setting Procedures

A. Conducting a Needs Assessment

B. Goals and Objectives

C. Suggested Action Steps

Discipline Goal Setting Procedures

Conducting a Needs Assessment

During the first meeting, the building principal or his designee will spell out the overall mission of the committee as it relates to the needs of the school and the Board of Education's systemwide goal on discipline. At that time the committee might also want to conduct a simple needs assessment to determine how it can best serve the school. The assessment should also generate a broad base of consensus among the people concerned. In general, a needs assessment is a way to insure that priorities are related to the needs of the target group. More specifically, it is a procedure designed to identify gaps between what is and what should be. For example, data in the School Information System (SIS) might indicate that School X (the school that is being served by the committee) led the district in absenteeism last year with an average daily membership of 68% while the systemwide average was 92%. One could conclude that there is a need to improve attendance in School X by at least 24% in order to meet the systemwide average. Moreover, since a high rate of absenteeism, truancy, etc. has an adverse effect on the climate of the school, the discipline committee might well decide that helping to increase attendance would be a viable goal.

The building administrator can supply the group with a variety of information from which needs can be determined. The data might include the school profile from the School Information System, achievement scores, statistics on suspensions and expulsions, records on class cutting and assaults, and other facts and figures that have implications for discipline. In addition, the committee might want to review the report "Composite Report Across All Variables Relating to School Discipline" which shows a ranking of Cincinnati's secondary schools in some 27 categories relative to discipline. A copy of the report may be obtained from Mr. Bernard Barbadora in the Administrative Research Branch, Education Center.

It would also be helpful to survey or interview teacher, parent, and student groups about their perceptions of discipline problems in the school before concluding the needs assessment. The results of such a survey ought to help the committee to decide where to focus its energies.

The findings from the needs assessment may not reveal anything new. They may simply confirm what was known about discipline in that school all along. In such cases the committee is at least assured that it will be proceeding on the basis of fact and not hearsay.

However, the data may reveal some surprises. For example, School X's poor attendance record may have been due, in part, to the manner in which student absences were recorded. Suppose that by comparing the class registers of subject matter teachers against the daily absence list the committee was able to show that more students were in school than officially reported, that students who were physically in school were being marked absent because they failed to report to homeroom where the official roll was taken. Such discrepancies, if corrected, might raise School X's average daily membership appreciably, perhaps by as much as 7-10 per cent.

Findings of this nature could cause the committee to view the attendance problem in a different perspective, and it would certainly be comforting to know that in reality the figure was not as high as originally reported. This information might not have been uncovered if the needs assessment had been bypassed. Now the committee will know that efforts to improve attendance must also include changing pupil accounting methods and stepping up monitoring procedures to eliminate class cutting. A needs assessment can be as simple or sophisticated as the committee deems necessary. It does involve gathering pertinent data for decision making. It need not be a long, complicated process, but it is a necessary one. The administrative staff of the school and the Department of Human Resources, Central Office, can lend assistance to the committee upon request. Once this task is completed, the committee can begin translating needs into goals and objectives.

Goals and Objectives

If the committee is to be effective in realizing its mission, it must obviously have a clear understanding of the mission. Therefore, at the very outset, the goals and purposes of the group should be clearly defined and put into writing. No activity of a substantive nature should be attempted until this task is completed. Developing sound goals can be a tedious process, but it is essential to meaningful program results. To move without first outlining a plan of action is to invite confusion, frustration, and potential failure.

Goals and objectives may be written in many different styles depending upon whose book you read. The purpose of this section is not to set forth a treatise on the subject, but rather to offer some basic guidelines and examples of how identified needs and problems may be translated into goals in a simple but effective format.

A GOAL IS A BROAD, GENERAL STATEMENT OF INTENT WHICH SAYS SOMETHING ABOUT

A DESIRED DIRECTION OR CHANGE. For example, the attendance problem of School X might be written as a goal in the following manner:

> To improve student attendance at School X during the 1977-78 school year.

The problem is cited in very general terms, and the intent (to improve attendance) is also identified. But because the goal is so broad, there is a need for a more precise indicator of how the problem is to be treated. Therefore, one or more objectives should be written relative to the goal statement. AN OBJECTIVE MAY BE DESCRIBED AS A PRECISE, MEASURABLE DESCRIPTION OF PERFORMANCE. The following objective gives a more detailed description of the goal already cited.

> The discipline committee will work closely with the school staff and building principal to reduce student absenteeism by 24% during the 1977-78 school year.

The objective provides the clarity and specificity that is omitted in the goal statement. It is also measurable. This means that the committee can easily determine if it achieved the goal of reducing absenteeism by 24% by simply checking the school's monthly attendance report periodically throughout the year.

After the goals and objectives have been formulated, the next procedure is to determine how they are to be implemented. This process involved developing a series of activities or action steps for each objective. The following are action steps which might help the committee achieve the objective: "The discipline committee will work closely with the school staff and building principal to reduce student absenteeism by 24% during the 1977-78 school year."

(a) Identify parent volunteers who will phone (on a daily basis) the homes of students who are absent in order to determine why they were not in school.

(b) Recruit community residents to serve as hall monitors during the first two hours of the school day to reduce class cutting and insure that students will attend the homeroom period.

(c) Develop spot announcements for local radio stations which will urge parents to call the school if they suspect that their child may be truanting.

(d) Sponsor special awards and other incentives for students who have perfect attendance.

(e) Invite the visiting teacher to meet with the committee in order to determine how it might assist in curbing chronic cases of absenteeism.

The committee may develop as many action steps as it deems appropriate for each objective.

An outgrowth of each action step should be a success indicator. A success indicator is the evidence that an action step has been accomplished. The following would be an example of a success indicator for action step (a):

> Identify parent volunteers who will phone the homes of students who are absent in order to determine why they were not in school.

The success indicator would be a roster of parent volunteers who would make the phone calls.

After the success indicators are completed, one or more members of the committee should be assigned responsibility for program implementation. This approach also assures that each person has some direct involvement in getting the job done.

Target dates for the completion of each action step should also be established.

Going back to our original goal and objective for School X, the entire format could be outlined according to the model on page 11.

This model should be followed for each goal. It is far better to set a few goals that are practical and realistic than to select a larger number of tasks that are too ambitious in scope for the resources at hand or the amount of time that the committee has to offer.

Nevertheless, the needs assessment and goal development process should prove to be a valuable experience. It will enable the group to set priorities, plan and organize its affairs systematically, modify program components as needed, and develop sound evaluative procedures.

Technical assistance in conducting the needs assessment and establishing goals and objectives will be available upon request through the office of the Assistant Superintendent, Department of Human Resources.

Suggested Action Steps

The activities of each committee will vary depending upon the needs of the school, the amount of time that the committee can devote to its mission, the cooperation of the faculty, and the availability of resources for program development. The following activities are suggestive and may be modified as needed. Some are rather simple, others much more venturesome. As a starter, the committee will probably want to try something "safe" until it gains enough confidence and exposure to take on more ambitious projects.

MODEL - Goals and Objectives for School X

Goal	Objectives	Action Steps	Responsibility	Completion Date	Success Indicators
To improve attendance at School X during the 1977-78 school year.	The discipline committee will work closely with the school staff and building principal to reduce student absenteeism by 24% during the 1977-78 school year.	(a) Identify parent volunteers who will phone (on a daily basis) the homes of students who are absent in order to determine why they are not in school.	Mary Atkins Paul Phillips	9/30/77	Roster of parent volunteers
		(b) Recruit community residents to serve as hall monitors during the first two hours of the school day to reduce class cutting and insure that students will attend the homeroom period.	Allen Turner Cliff Jones	10/15/77	Names of residents to serve as monitors
		(c) Develop spot announcements for local radio stations which will urge parents to call the school if they suspect that their child may be truanting.	Margie Long	12/12/77	Series of spot announcements
		(d) Sponsor special awards and other incentives for students who have perfect attendance.	Sue Allen Jim Wiley	4/5/78	Names of awards, incentives, etc.
		(e) Invite the visiting teacher to meet with the committee in order to determine how it might assist in curbing chronic cases of absenteeism.	James Smith	11/18/78	Meeting with visiting teacher

A few of these suggestions were listed in other sections.

1. Meet with the faculty by departments to determine their perceptions of discipline in the school.

2. Sponsor a coffee klatch for the staff on a quarterly basis for the purpose of giving a progress report of committee activities and enlisting faculty support.

3. Send a representative to the student council meeting to explain the role of the committee and to enlist student support.

4. Recruit volunteers from the community who can assist with monitoring duties in the school.

5. Identify a contact person in the news media (radio, television, daily newspaper) who will give coverage to "good things" which are occurring in the school.

6. With the cooperation of the building principal, plan periodic assembly programs designed to generate school pride and a positive self-image.

7. Secure films on discipline from Resource Services and plan to view them with parent and community groups.

8. Help plan a cultural fair in those schools where integration and cultural pluralism are prime determiners of student relationships.

9. Invite ministers from local church groups to give input into how discipline problems might be minimized and what roles churches can play.

10. Plan a human relations day, week, or month, which would involve all segments of the community, staff and student body.

11. Investigate the feasibility of initiating student human relation groups, peer tutoring programs, big brother and big sister groups.

12. Publish a monthly newsletter on committee activities.

13. Develop a program to establish better rapport between students and area merchants.

14. Organize a volunteer group to do a study of student conduct on school buses if this is a problem in the local school.

15. Review the school's code of conduct with local parent and community groups.

16. Develop an in-depth discipline profile of the school and highlight the salient points in the school bulletin, on posters, and with student and faculty.

17. Construct a graph to show progress or lack of progress in areas such as: truancy, class cutting, assaults, school vandalism, etc. Post the graph in the main hall or some conspicuous location.

18. Initiate discussions with discipline committees from other schools within the same attendance area to determine how best to establish a well coordinated attack on discipline problems within that particular district.

19. Invite representatives from surrounding school districts to discuss with the committee how they have been able to cope with their discipline problems.

20. Conduct a community survey to get a better understanding of how it views the school and what solutions it would propose for reducing school disruptions.

21. Work closely with the guidance department in developing a tip sheet and other programs on preventive discipline.

FORMAL EVALUATION IS NECESSARY IN ORDER TO DOCUMENT WHAT TREATMENTS DO AND DO NOT WORK.

EVALUATION RESULTS ARE NECESSARY FOR FUTURE AND BETTER PLANNING.

Section IV – Evaluation

Evaluation

The chances for project success are greatly dependent upon the quality of the evaluation and the information that it produces. The following is a brief description of what must be done in carrying out the local school evaluation.

The goals and objectives developed by the committee should provide the basis for program evaluation. The committee should carefully monitor each action step to determine the degree of success in their achievement. Each step should be checked on a regular basis and the person responsible should be held accountable for making progress reports to the committee. For example, referring to the goals and objectives on page 11, Mary Atkins should be contacted to see if parent volunteers are being recruited and making the necessary phone calls. Similarly, committee members should be listening to the radio to insure spot announcements are being made which urge parents to call the school if their child is truanting. If they are not being made, Margie Long should be contacted to find out why.

The committee should prepare a written monthly progress report which describes what action steps were monitored and how well they are being accomplished. This procedure will facilitate the final evaluation report which should provide an overall assessment of the total program (goals, objectives, action steps, etc.)

Information from the central office will be fed to committee members on a recurring basis to provide additional assistance in the evaluation.

If the committee has done a thorough job of developing written program objectives, finalizing the evaluation should be a relatively simple procedure.

REMEMBER, SCHOOL DISCIPLINE IS EVERYBODY'S BUSINESS. THOSE WHO ARE WELL INFORMED ARE MOST LIKELY TO BECOME INVOLVED WITH A POSITIVE, ORGANIZED EFFORT.

Section V – Effective Public Relations

Public Relations

If the discipline committee is to receive broad based support from students, teachers, parents, and others, an effective method of communicating committee goals and purposes must be developed early in the school year. Everyone needs to be fully aware of the need for such a committee, and because discipline is such an emotionally iadened word, there should be a clear understanding of what the committee is and is not. The more open the committee, the greater the prospect of a positive reception from both school and community.

Students and parents who are well informed about program objectives are more likely to give their stamp of approval, and many will even volunteer their assistance. Conversely, persons whose knowledge of the discipline committee is scanty could become stumbling blocks. Their support would be marginal at best.

In view of these factors, it seems logical that the first order of business for the committee would be the initiation of a strong public relations program.

The following suggestions might prove helpful.

1. Develop a calendar of events that can be circulated throughout the school and community.

2. Outline the goals of the committee to students during the orientation program. The same can be done with faculty during staff meetings.

3. Have student representatives to explain the program to other students in homerooms or during a special assembly program.

4. Highlight program activities in a "discipline newsletter" that could be published on a monthly or quarterly basis. The newsletter should be widely circulated within the school and community. If the committee does not choose to have a newsletter of its own, then the school newspaper might be used. Community publications and daily journals should also be utilized where feasible.

5. Design a brochure that tells about the function of the committee. Be sure to include names of committee members, meeting dates, etc.

6. Construct posters with catchy phrases or captions about the committee such as: "Everyone Needs Discipline" or "The Next Meeting of the Discipline Committee will be: (DATE)" or "You Can't Have School Without Discipline." All posters would carry the statement "Support Your School Discipline Committee." Posters should be displayed throughout the building.

7. Invite members of community agencies to sit in on committee meetings.

8. Volunteer to speak to local service and civic clubs about the aims of the committee.

9. Meet with the local ministerial association to enlist the support of area churches.

10. Sponsor a quarterly coffee klatch before or after school to give the staff a first-hand progress report.

11. Invite representatives of other local discipline committees within the same attendance area to meet jointly for the purpose of identifying common problems, trends, and possible solutions.

12. Work very closely with the PTA or the official parent organization of the school.

THE BEST HUMAN RESOURCE
IS YOU
THE BEST MATERIAL RESOURCE
IS WHAT YOU PRODUCE AND USE

Section VI – Suggested Resources for Program Development

A. Audio-Visual Material
B. Books, Pamphlets, Magazines
C. Public Relations
D. Human Relations
E. Agencies
F. Pupil Adjustment
G. Guidance Services
H. Psychological Services
I. Needs Assessment and Goal Development

Suggested Resources for Program Development

Once the discipline committee has defined its goals and objectives, the question will inevitably arise: "How and where do we get what we need to get the job done?" In view of the fact that the committee will have no operating budget, this question poses a real challenge. However, there are available a variety of services and resources which the committee may use free of charge. For the most part these should be sufficient to cover basic programmatic needs. Since the building principal is the most knowledgeable person in the school about the availability of resources, the committee should work very closely with him when it arrives at the point of locating the means of program implementation.

The following list will provide the committee with some idea of the scope of free resources at its disposal.

Audio-Visual Material

A large quantity of films, film strips, records, and cassettes is housed in the Resource Services Branch, Iowa Avenue. Many of these A.V. materials are related to discipline. The committee will want to peruse the A.V. Media Handbook (a copy can be secured through the principal) to identify what is available. For best results, order materials a week to two months in advance of the time they are to be used.

Books, Pamphlets, Magazines

The school library or resource center will be stocked with various printed materials which the committee should find pertinent and useful to its planning. If the local library is inadequate, the Professional Library in the Education Center or the Public Library of Cincinnati and Hamilton County may be used.

Public Relations

Daily and community newspapers can be powerful sources of PR for committee activities. The education editor, in most instances, should be the contact person. The following newspapers have circulation within the Cincinnati Public School district. This is not an all-inclusive list but does represent key newspapers in the area.

Newspaper	Address	Telephone
The American Israelite	906 Main Street	621-3145
Catholic Telegraph	326 West 7th Street	381-2722
Cincinnati Call & Post	2924 Gilbert Avenue	751-2289
Cincinnati Enquirer	617 Vine Street	721-2700
Cincinnati Herald	863 Lincoln Avenue	221-5440
Cincinnati North Journal	8208 Hamilton Avenue	931-7766
Cincinnati Post	800 Broadway	352-2000
Eastern Hills Journal	4415 Montgomery Road	531-0234
Hilltop News	5916 Hamilton Avenue	541-8942
Mt. Washington Press	6124 Corbly Road	231-6221
Western Hills Press	3708 Davis Avenue	661-3200

The school newspaper should also be utilized by the committee as PR media as well as local radio and television stations.

For posters and displays, the committee should work through the graphics communications or art department of the school.

Human Relations

If the committee wishes to develop programs on preventive discipline, a series of human relations' activities might be appropriate.

The Cincinnati Human Relations Commission, City Hall - Telephone 352-3237 - may provide consultative help.

"Resources for Building Relationships." This booklet, developed last year by the Discipline Committee on Pupil/Staff Rapport and Orientation, contains information on a variety of free resources in the area of human relations. (See Appendix). Additional copies may be secured through Mr. Brinson Terry, Education Center, 369-4029.

"Organizing Student Human Relations Committees"is a paper developed by Mr. Scott Gannon of the Human Relations Commission's Student Concern's Project. Contact Mr. Terry for copies.

Agencies

There are many social agencies in Greater Cincinnati whose staff members may provide valuable consultative assistance to the committee. These include:

Cincinnati Youth Service Bureau - 381-3425
Hamilton County Juvenile Court - 632-8710
Hamilton County Welfare Department - 632-6111
Talbert House, Residential Youth Treatment Program - 281-3512
Family Services of Cincinnati - 381-6300

For a complete listing, the committee should consult the Directory of Community Services which is published by the Community Chest and Council of the Cincinnati Area. The building principal and the guidance staff should have a copy of this Directory.

Pupil Adjustment

If the committee wishes to get information on what the district is doing in the area of enforcing compulsory attendance laws and handling related student adjustment problems, it should contact the school visiting teacher or Mr. Harry L. Lodge in the Pupil Adjustment Branch, Education Center, 369-4050.

Guidance Services

The guidance staff of the school can share with the committee its role in helping students. Elementary school discipline committees who desire consultant help should contact Mr. Marvin Rammelsberg and his staff, Education Center, 369-4029.

Psychological Services

Should there be a need for information about what is being done to identify and evaluate children in need of special programming, placement, etc., the committee may contact the school psychologist or Mr. Charles Miller of the Psychological Services Branch, Education Center, 369-4790.

Needs Assessment and Goal Development

The Department of Research and Development will provide technical assistance in these areas upon request. Dr. Willis Holloway is the contact person and will clear all such requests.

The committee should not feel bound by these suggestions. Again, it is important for the committee to communicate closely with the building principal about the availability and utilization of resources. In all probability he or she will be able to share other information about special "helps" which do not appear in this listing.

GOOD SCHOOLS ARE FOUND IN COMMUNITIES WITH GOOD HOMES. GOOD SCHOOLS AND HOMES ARE OPERATED BY ADULTS THAT ARE CONTINUOUSLY GROWING OR LEARNING. REMEMBER, CHILDREN LEARN FAST AND BEST BY EXAMPLE.

Section VII – INSERVICE EDUCATION

School Discipline Committee Inservice

It should not be assumed that persons who volunteer to serve on school discipline committees have sufficient knowledge or skills to do an effective job. Some communities will have people with more skills than others. Therefore, inservice activities will have to be geared to meet the needs of committee members.

The principal or designee should assume responsibility for determining the type of inservice that is required.

The word "inservice" in this context can mean anything from a simple session where information is disseminated to one or more people or a more complex session where evaluation or goal setting techniques might be taught.

Staff throughout the school system can be considered potential resource persons for inservice training. In addition, there are many community agencies and organizations with resources that can be brought to bear on specific needs. The form entitled "A Request for Inservice Resources" should be submitted to the Office of the Assistant Superintendent, Department of Human Resources, if assistance is desired in planning or implementing inservice training. At this point it is important to stress the fact that there is no budget allocated for discipline inservice training per se. Therefore, persons making requests for assistance should not identify people or materials involving additional General Fund costs. Every effort will be made to identify no-cost resources.

Section VIII – Appendix

A. Board Policy - Code of Suspension, Expulsion, and Removal of Students

B. Administrative Procedure - Suspension, Expulsion, and Removal from School

C. Action Motion #16

D. A Request for Inservice Resources

E. "Resources for Building Relationships"

Code of Suspension, Expulsion and Removal of Students

Section 3313.661 Ohio Revised Code provides that, "Each board of education shall adopt a code regarding suspension, expulsion and removal specifying the types of misconduct for which a pupil may be suspended, expelled, or removed and a copy of the code shall be posted in a central location in the school and made available to pupils upon request. Therefore, no pupil shall be suspended, expelled, or removed except in accordance with the code adopted by the board of education of the school district in which the pupil attends school."

The suspension, expulsion, or removal from school attendance of a student represents a very serious action on the part of the school administration in that it may make the difference as to whether the student profits from the educational experience. Therefore, when a student is considered for suspension, expulsion, or removal, serious thought must be given to the nature of the offense and appropriate punishment (number of days). In order to better relate the punishment to the offense, principals may recommend that a student be expelled for a period of more than ten days but not more than the duration of the current semester. In implementing this section, school personnel also shall adhere to Policy 5144 -- Student Rights and Responsibilities.

Suspension and/or Expulsion

A student may be suspended or removed from school attendance if found guilty of committing or attempting to commit, even though unaccomplished, any of the following offenses in any school building or premises thereof, or going to and from school, if such conduct affects the orderly operation of the school. A student may be recommended for expulsion from school attendance if found guilty of aggravated behavior in any one of the following areas:

1. Alcoholic Beverages and Drugs

   A student shall not possess, use, conceal or be under the influence of any alcoholic beverage, 3.2% beer, narcotic, dangerous drug, or any substance that causes physical or mental change without proper authorization.

2. Dangerous Weapons, Instruments or Objects

   A student shall not possess, handle, transmit or conceal any object which might be considered a dangerous weapon or instrument capable of harming another person while on school grounds or in attendance at school sponsored activities.

Code of Suspension, Expulsion and Removal of Students (cont.)

3. Disorderly Conduct

A student shall not, by use of violence, force, coercion, threat, harassment, insubordination, or repeated acts of misbehavior cause disruption or obstruction to the educational process, including all curricular and extra-curricular activities.

4. False Identification

A student shall not use another person's bus pass or authorized school identification card.

5. Fighting

A student shall not physically attack or threaten to attack any person on school property, or while in attendance at any school activity, function or event off school grounds.

6. Forgery

A student shall not sign the name of another person for the purpose of defrauding school personnel.

7. Gambling

A student shall not engage in any game of chance or contest on school premises wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

8. Improper Driving

A student shall not recklessly or negligently operate a motor vehicle so as to endanger the safety, health and welfare of others on school grounds or to damage school property.

9. Profanity and/or Obscenity

A student shall not verbally or by written word, direct profanity to any other student or any school personnel or insult any student or any school personnel by obscene gestures.

10. Smoking

No student shall be permitted to smoke in school buildings or on school grounds, except in designated areas.

Code of Suspension, Expulsion and Removal of Students (cont.)

11. Theft

A student shall not take or attempt to take into possession the public property or equipment of the school district or the personal property of another.

12. Trespass

A student shall not enter upon the premises of a school, other than one to which assigned, without authorization from the person in charge, nor shall the student return to the assigned school without permission while under suspension, expulsion or act of removal.

13. Class Cutting and Tardiness

A student shall not be tardy in arriving at school or absent from study halls, classes or other properly assigned activities without a legal excuse during the school day.

14. Unruly Conduct

A student shall comply with the directions of authorized school personnel during any period of time when the student is properly under the authority of the school.

15. Vandalism

A student shall not cause or attempt to cause willful destruction or defacement of school or private property, including board of education owned vehicles, either on school grounds or at any school activity, function or event off school grounds.

16. Verbal Assault

A student shall not verbally attack without provocation another student or any school personnel.

Mandatory Expulsion

There are a limited number of offenses involving bodily harm to another person and the damaging of school property for which a student shall be expelled from school attendance. The school principal, finding a student guilty of committing or attempting to commit even though unaccomplished any of the following offenses, shall submit a recommendation to the superintendent of schools that the student be expelled from school attendance.

Code of Suspension, Expulsion and Removal of Students (cont.)

Students expelled for the following offenses must remain out of school for the duration of the current semester.

1. Arson

   A student shall not intentionally burn nor cause to be burned property belonging to the board of education or to other persons on school premises.

2. Physical Assault

   A student shall not physically attack without provocation another student or any school personnel.

3. Explosives

   A student shall not carry onto school grounds nor use thereon, any explosive device or substance which can be used as an explosive.

4. Guns

   A student shall not possess, handle, transmit or conceal a gun, or guns, while on school grounds or in attendance at school sponsored activities.

5. Robbery

   A student shall not take another person's property by force or threat of force.

6. Sex Offenses

   A student shall not sexually assault another person by force on school grounds or at school sponsored activities.

7. Extortion

   A student shall not obtain or threaten to obtain another person's property by implied or expressed threat.

8. Drugs

   A student shall not sell or transmit any narcotic, dangerous drug or any substance that causes physical or mental change.

Code of Suspension, Expulsion and Removal of Students (cont.)

9. Fire Alarm and/or Bomb Threat

A student shall not, unless an emergency necessitates, sound a fire alarm, cause a fire alarm to be sounded or destroy or cause damage of a fire alarm system or falsely communicate or cause to be communicated that a bomb is located within a building owned by or being used by the board of education.

10. Breaking and Entering

A student shall not forcibly enter a school building.

Suspension, Expulsion, and Removal from School

Suspension, expulsion, and removal from school shall be used as a means of discipline for serious offenses against the welfare of the school or for violation of the policies of the Board of Education and only in cases where other forms of discipline are not judged to be sufficiently effective.

A. Suspension

A principal may suspend a pupil from school for a period of time not to exceed ten (10) school days. The number of days of the suspension should be related to the seriousness of the offense. The principal shall, prior to invoking a suspension:

1. Verify that there are sufficient grounds for suspension by contacting the complaining teacher, pupil, or other school personnel. Interview any witnesses identified by the complaining person. Have all parties prepare written statements over their signature as to the nature of the incident.
2. Give the pupil written notice of the principal's intention to suspend the pupil and the reason(s) therefore and have the pupil acknowledge in writing receipt of the notice.
3. Permit the pupil to refute the charges against him or herself through the pupil's own testimony and/or witnesses on the pupil's behalf.
4. If the pupil fails to refute the charges, the pupil shall be given a letter of suspension, which includes the duration (number of days), and which requests the parent(s) to contact the school and arrange for a conference to discuss the pupil's problems and the right to appeal the principal's decision.
5. Attempt to contact the parents by phone to inform them of the suspension.
6. Send the pupil home at the close of the school day, if possible.
7. Send a copy of the letter of suspension to the parent(s) within twenty-four (24) hours via U.S. mail.
8. If the principal intends to recommend that the pupil be expelled from school attendance, the principal shall:
   a. Follow steps one through seven in accordance with the suspension procedure.
   b. Indicate in the suspension letter the principal's intent to recommend expulsion.
   c. Notify the appropriate Social Service Center via phone.
   d. The Social Service Center will inform the parent(s) via letter of the superintendent's intent to expel and schedule an expulsion hearing.

Suspension, Expulsion, and Removal from School

B. Expulsion

The Superintendent of Schools may, upon receiving a written recommendation from the principal, expel the pupil from school for a period not to exceed the remainder of the current semester (based upon the ending of the second and fourth quarters).

1. Give the pupil and the parents written notice of intention to expel, indicating the reason(s) therefore.
2. Inform the pupil and the parent(s), guardian, custodian or representative as to the time and place of a hearing before the superintendent or his designee of the right to challenge the reason(s) for the intended expulsion. Such hearing shall not be earlier than three (3) days nor later than five (5) days after the notice is given. However, an extension of time may be given upon the request of a pupil, parent(s), guardian, custodian or representative after which the superintendent or his designee shall establish a new time and place for the hearing.
3. Cause a record to be kept of the proceedings.
4. Notify the parent(s), guardian, custodian, or representative of the pupil as well as the Clerk of the Board of Education in writing within twenty-four (24) hours of his decision to expel and the reason(s) therefore.
5. Inform the parents, guardian, custodian or representative of the right to appeal to the Board of Education or its designee the superintendent's decision to expel.

C. Removal of a Disruptive Pupil

1. Principal
A principal shall cause the immediate removal from school of a pupil whose conduct poses a danger to persons or property or an on-going threat of disrupting the academic process.

It is strongly urged that principal use the suspension procedure in lieu of Section C (Removal of a Disruptive Pupil) if at all possible. Under such, the principal shall:

a. Notify the pupil and the parent(s) within twenty-four (24) hours of the removal.
b. Conduct a hearing with the pupil and the parent(s) within seventy-two (72) hours to determine:
   (1) Whether a suspension should be invoked
   (2) Duration of the suspension
   (3) Whether a recommendation should be made to Superintendent of Schools for expulsion
c. Inform the pupil and the parent(s) of the right to appeal the principal's decision to the superintendent or his designee.

Suspension, Expulsion, and Removal from School

2. Teacher

A teacher may remove a pupil whose conduct is disruptive of a curricular or extracurricular activity under the teacher's supervision. Under such circumstances, the teacher shall notify the principal that the puil is being removed from the class and/or activity and being sent to the office. The teacher shall notify the principal in writing the reason(s) for the removal. If the principal returns the pupil to the classroom and/or activity without having conducted a hearing in which the teacher participated, the principal shall submit in writing to the teacher the reason(s) for such action. If a hearing is to be held, the principal shall:

a. Notify the pupil and the parent(s), within twenty-four (24) hours of the removal.
b. Conduct a hearing involving the teacher, pupil, and the parent(s) within seventy-two (72) hours to determine:
   (1) Whether a suspension should be invoked.
   (2) Duration of the suspension.
   (3) Whether a recommendation should be made to the Superintendent of Schools for expulsion.
c. Inform the pupil and the parent(s) of the right to appeal the principal's decision to the Superintendent or his designee.

July 1977

ACTION MOTION NO. 16

WHEREAS, the staff has done an in-depth study and made its recommendations with respect to discipline and safety in secondary schools in a Report dated June 1, 1974; and

WHEREAS, the aforesaid document contains information which is likely to be extremely valuable in pinpointing safety and discipline problems within the school system; and

WHEREAS, the majority of recommendations contained in the aforesaid staff report would necessitate substantial annual expenditures:

NOW THEREFORE BE IT RESOLVED, That implementation of the following low or minimum cost programs be considered and evaluated by the Superintendent as a possible supplement to those staff recommendations already adopted by the Board as a result of the Staff Discipline and Safety Report:

1. Establishing a Safety Monitoring Team or Teams, comprised of existing staff personnel, which shall visit one or two schools in the system each day of the school year with a view toward ascertaining the safety needs of each school so visited and making recommendations to eliminate potential safety problems. Consideration should be given to unannounced inspection by the Safety Monitoring Team or Teams and a procedure for the compilation and dissemination of inspection reports prepared by such Team or Teams.

2. Contacting the appropriate City authorities in an effort to obtain the assignment of additional School Resource Officers for service in the junior high schools where our safety problems are most critical.

3. Establishing local school parent, teacher and student (where appropriate) safety and discipline committees with a view toward eliciting voluntary support and assistance in maintaining safety and improving discipline.

RESOLVED FURTHER, That the Superintendent report to the Board with his recommendations regarding the proposals set forth in this Action Motion No. 16 no later than March 21, 1975.

Henry C. Kasson
Member, Cincinnati Board of Education

Cincinnati Public Schools
DEPARTMENT OF HUMAN RESOURCES

A Request for Inservice Resources

School _____ Principal or Designee _____

I. Proposed Date _____ Time _____

Location _____

No. Persons Participating _____

Contact Person _____ Title _____

II. Please list as precisely as possible the objectives which you hope to achieve through this inservice. (Use reverse side if needed)

III. Describe as precisely as you can the type of consultant and/or materials desired. (Use reverse side if needed)

Signature of Principal _____ Date _____

(Return to: Dr. Willis Holloway, Asst. Supt., Dept. Human Resources, 230 E. 9th St.)

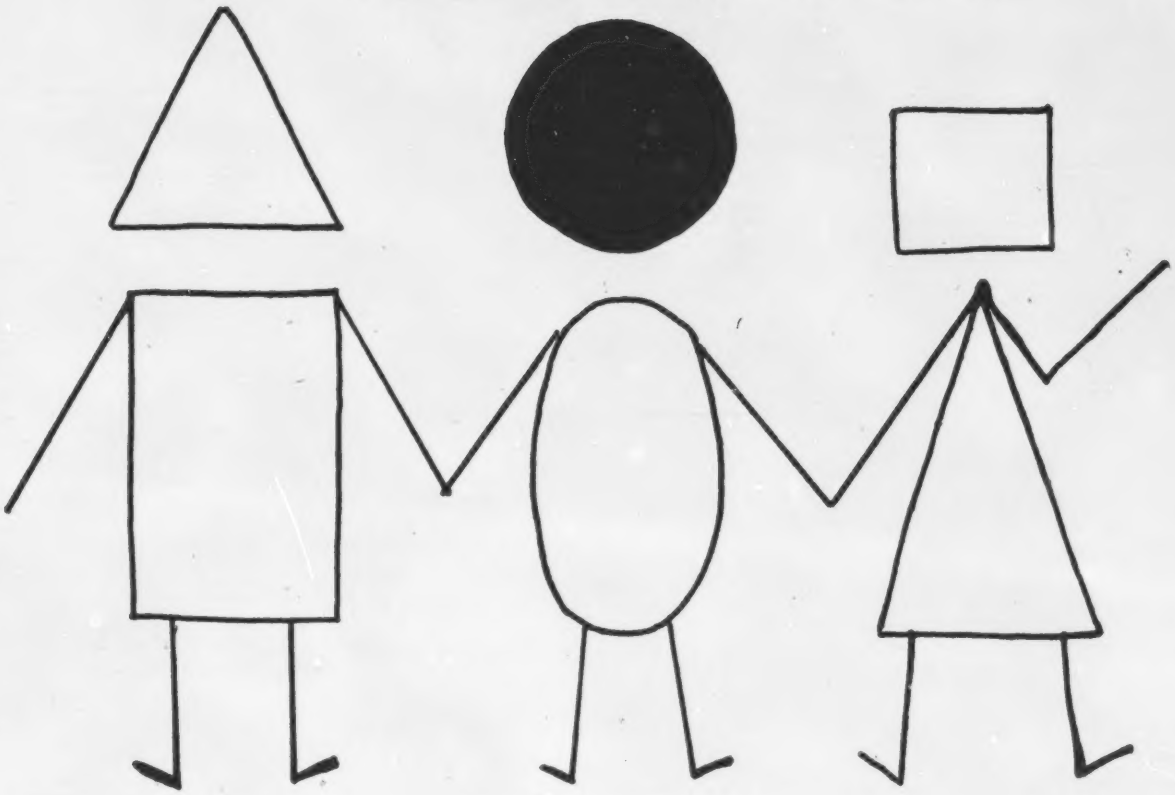
FOR CENTRAL OFFICE USE ONLY:

Name of Consultant Assigned _____

Materials sent _____.

APPROVED: _____ Date _____

RESOURCES FOR BUILDING



RELATIONSHIPS

DEPARTMENT OF HUMAN RESOURCES

COMMITTEE ON PUPIL-STAFF RAPPORT AND ORIENTATION
(CENTRAL DISCIPLINE TASK FORCE)
CINCINNATI PUBLIC SCHOOLS

RESOURCES FOR BUILDING RELATIONSHIPS

The Cincinnati Board of Education recently adopted Action Motion #23 which directed the Superintendent to prepare and implement a plan for safety and discipline in the schools. The motto of this plan is "Fairness and Firmness," the implication being that accountability for a wholesome school atmosphere rests jointly with staff as well as students.

To impact the goal of improving the quality of life in schools through improved safety and discipline, a number of committees are examining various facets of discipline and reporting their finding to a Central Discipline Task Force which can in turn make recommendations directly to the Superintendent.

One such group, the Committee on Pupil-Staff Rapport and Orientation, will be looking at the problem from a preventive point of view and will attempt to develop ways and means of assisting schools to impact discipline affectively. This resource booklet, developed by the committee, is designed to provide principals and local in-service committees with information about the availability of free resources in the area of human relations and affective education, for to address discipline preventively is to address it interpersonally.

The committee is hopeful that schools will use these resources and provide feedback on their effectiveness. Inquiries may be directed to the committee chairperson.

The Committee of Pupil-Staff Relations and Orientations

- Brinson Terry, Chairperson (Education Center)
- Mary Baughman, Campbell Jr. High School
- Anne Carter, Student Concerns Project
- Lee Coley, Education Center
- Scott Gannon, Student Concerns Project
- Shirley Johnson, Shroder Jr. High PTA
- William Merten, Walnut Hills High School
- James Morgan, Education Center
- Lorena O'Donnell, Education Center
- Arlevia Powell, Woodward High School
- Dr. Willis Holloway, Assistant Superintendent, Department of Human Resources

CONSULTANTS

The following persons are employed in social agencies, industry, and institutions of higher education in the Greater Cincinnati Area. They have consented to serve as consultants to school in-service committees in human relations planning and implementation and related areas. Schools needing assistance should contact the resource person desired and arrange for consultation at a mutually convenient time. It is recommended that two to three weeks lead time be allotted between the time of the contact and the date service is requested.

NAME	AGENCY OR ORGANIZATION	PHONE
Anderson, Al Vordenberg, Wesley	Xavier University	745-3665
Dunn, John	Bureau of Prisons	684-2603
Edwards, Vera (Dr.)	University of Cincinnati	475-8000
Harrod, R.C. "Chip" (Student Rights) Flemmer, Don (Police Behavior)	(NCCJ) National Conference of Christians and Jews	381-4660
Herzberg, Lynne	Cincinnati Union Bethel (Heinold, Winton Hills Area Only)	921-5838
Holm, Duane	(MARC) Metro Area Religious Coalition	721-4843
Johnson, Marc	Community Action Commission	241-1425
Maloney, Michael	Urban Appalachian Council	421-2550
McReady, Mary Lou	Hamilton County (Catchment #3)	531-6633
O'Connor, Katherine (Dr.)	Rollman Psychiatric Institute	559-3311
O'Reily, Pat	P.E.T.	475-3336
Parks, Margaret	Cincinnati Youth Service Bureau	541-2700
Queen, Harriett	PTA Representative (Human Relations)	891-9499
Routt, Robert Fluent, Allen	Memorial Community Center	621-3032
Skurow, Natalie (Dr.)	Central Psychiatric Clinic	872-5879
Smith, Calvert (Dr.)	General Electric Corporation	243-4003
Wagner, Thomas (Dr.)	University of Cincinnati	475-2588
White, David	Cincinnati Union Bethel	641-0244
Wiles, Jesse O.	Urban League of Greater Cincinnati	721-2237
Wooten, Roberta	Family Service of the Cincinnati Area	381-6300
Browning, Paul	Council on Alcoholism	281-7880

PROPOSALS FOR STAFF IN-SERVICE

The following proposals were designed by local in-service committees. Many of them have implications for affective awareness and human relations development. Although a number of these projects required consultant fees, stipends, and other incidental expenses, a substantial number of activities could be duplicated with minor modifications and by utilizing many of the free resources which are listed in this publication.

Schools wishing to review these proposals (and others) as models for in-service training should contact Dr. Lorena O'Donnell (369-4985) at the Education Center.

OYLER ELEMENTARY SCHOOL - BEREA SEMINAR

The activity involved a two day trip by the Oyler staff to Berea College, a major center of Appalachian culture and study. The major purpose was to provide a variety of experiences which could deepen the staffs' appreciation of the cultural heritage of the Southern Appalachian Mountain people, ancestors of Oyler's School population.

Consultants Michael Maloney and Dr. Calvert Smith also addressed the staff on cultural pluralism in urban schools.

ACH STAFF - COMMUNITY IN-SERVICE

This workshop was designed to help the Ach administrators, faculty, students, and parents to create a favorable atmosphere for learning at Ach Jr. High School. Components of the in-service included faculty attitudes toward Ach, faculty recognition, and school community relations. Consultants were from the Urban League of Greater Cincinnati.

NORTH AVONDALE SCHOOL AND CULTURAL PLURALISM (GRAILVILLE RETREAT)

The program involved 50 staff and community persons of North Avondale School in a weekend activity at the Grailville Retreat in Loveland, Ohio.

Basic philosophy: The school community which includes students, staff, parents and community at large, must continually strive to recognize, understand and respect the various religious, racial, cultural and socio-economic difference of its members. This requires that the school community provide a learning atmosphere that promotes and protects individual differences and encourages growth and self-realization through its academic program, and methods.

IN-SERVICE STAFF TOUR: CREST HILLS JR. HIGH SCHOOL

An activity designed to acquaint the staff of Crest Hills Jr. High School with the seven communities which comprise the Crest Hills District. Representatives from each community gave in-put into the unique features of the various neighborhoods and these were deemed important for the staff to observe. The tour utilized a Queen City Metro Coach and lasted approximately two hours.

COVEDALE PTA PUPPET SHOW

Parents at Covedale School, in anticipation of minority students entering that school's alternative college prep program, developed a skit to address concerns such as racial and ethnic stereotyping, rumor and exaggeration, and conflicts in values. The skit was done with puppets and presented during the annual Covedale Spring Carnival.

MILLVALE INTRA-SCHOOL IN-SERVICE TRAINING PROGRAM

This was a series of in-service activities for the Millvale staff. Many of the sessions were aimed at new teachers, especially those transferred for racial balance. Efforts were made to pair a new teacher with a parent in the community. The purpose was to improve teacher adjustment to the school, community, and student body. The key consultant, Mr. William McGrave, discussed "Adventures in Attitudes."

TAFT ELEMENTARY STAFF DESEGREGATION IN-SERVICE

A project designed to assist the staff to acquire knowledge, attitudes, and understandings which would enable them to develop a more relevant curriculum for the student body. Activities included home visits by the staff as well as interaction with Mr. Paul Henry, Coordinator of Community Relations, University of Cincinnati.

TEAMING FOR QUALITY EDUCATION - GARFIELD ELEMENTARY SCHOOL

This project involved a series of two hours in-service activities (September-June) designed to promote professional growth in accordance with identified needs. Topics revolved around community support for and involvement with the school, identifying concerns of new teachers, reading proficiency, and utilizing the services of the PTA.

"PEOPLE HELPING PEOPLE - DEVELOP WHOLESOME ATTITUDES" - (LOSANTIVILLE SCHOOL)

A year long comprehensive program designed to create and maintain a school-community environment that would provide wholesome attitudes and understandings regardless of individual differences and backgrounds. Specific programs included an intercultural fair, tea and talk sessions, parent-teacher social activities, and a buddy-teacher system for new staff.

STAFF COMMUNITY TOUR - DATER JR. HIGH SCHOOL

Dater teachers were involved in a circle tour of the Dater District in order to become better acquainted with the diversity of student backgrounds and to enhance the ability of all teachers (old and new) to meet individual needs.

EVANSTON SCHOOL STAFF DESEGREGATION PLAN

This plan included a calendar of activities for the 1974-75 school year which would impact staff desegregation efforts at Evanston elementary school. Programs elicited a high level of involvement from teachers, parents, and students with the ultimate hope that persons of differing cultural backgrounds in the Evanston School Community would be able to work together effectively from both cognitive and affective perspectives.

THERE ARE A NUMBER OF ADDITIONAL IN-SERVICE MODELS WITH IMPLICATIONS FOR BUILDING AFFECTIVE AWARENESS ON FILE IN THE OFFICE OF DR. LORENA O'DONNELL. THESE ARE AVAILABLE FOR THE PERUSAL OF INTERESTED PERSONS.

Human Relations Materials

Resource Services, Professional Library

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FILMS AND FILM STRIPS

Catalog or Call Number

Appalachian Heritage, Parts I and II — 1196

Filmed on location in the hills of Eastern Kentucky and the hard core areas of a city slum, "Appalachian Heritage" takes a close look at the life known to these mountain people and explains what efforts must be made in our cities to raise their level of skills and education.

Bill Cosby on Prejudice — 3026

This film is one long, jolting monologue, unrelieved by any of the usual film techniques. Bill Cosby expresses just about every prejudice ever thought or spoken by a bigot. Jews, Japanese, Puerto Ricans, Scots, Irish, and Negroes -- no minority is left out.

An excellent film for group discussion; should lead to an honest examination of attitudes toward the culturally different.

Ghettos of America - Anthony Lives in Watts, Parts I and II — 7766

Filmstrips and recording present everyday life in Watts through the eyes of people who live there. In each presentation, the camera and narrator follow a boy and share in his experiences and those of his family and the people of his neighborhood. Anthony is 11 years old.

Ghettos of America - Jerry Lives in Harlem, Parts I and II — 7767

Filmstrips and recording present everyday life in Harlem through the eyes of the people who live there. In each presentation, the camera and narrator follow a boy and share in his experiences and those of his family and the people of his neighborhood. Jerry is 12 years old.

Discipline in Education — 6732-34

A series of 3 filmstrips. A discussion of the problems and principles of discipline in the home and schools is presented.

History of Discipline — 6732

Need for Discipline — 6733

Teaching Discipline — 6734

Language and Integration — 341

A bi-racial panel of linguistic specialists discuss how language complicates and seems to interfere with the process of integration. For use in ESEA schools. This film is part of the ESEA program.

Martin Luther King - Legacy of A Dream — 1659

The events of 1955 - 1963 as they actually happened, with Dr. King's words and actions speaking for themselves. News reel and television film plus new location footage featuring Coretta King and Congressman Andrew Young. Narration by James Earl Jones.

Maintaining Classroom Discipline — 6909

Pictures from corresponding motion picutre, No. 1470, with superimposed questions for review and discussion.

Minority Approach — 1610

This film reviews two related problems:

1) Special problems of minorities in what many view as an alien educational environment

2) Problems of what has become known as "radical school reform"

Catalog or Call Number

Neighbors 2008

Live actors are "animated" -- two friendly people come to blows over possession of a flower growing on the property line between their homes -- this is a forum type film and may be used to stress the relations between neighbors, communities, governments, etc. -- teachers should preview this film before using it.

The Newcomers 129

To promote a better understanding of the problems of the unemployed worker who migrates from the Appalachian region to the city (Cincinnati), looking for work, to present some of the problems the newcomer families encounter, the kind of help they receive in their new community, and the position of the inner-city church in this situation.

The Prejudice Film 3025

Historical origins and contemporary forms of prejudice in our society are examined. Emphasis is placed on the individual's role in contributing to or helping eradicate attitudes resulting in discrimination and other injustices.

Reality Approach to School Discipline 1603

Dr. Glasser discusses the seven steps of reality therapy which lead to the achievement of school discipline.

Starting Tomorrow 1581

A series of practical suggestions that teachers can use to improve human relations and school discipline. John Holt, Arthur Pearl, Thomas Gordon, William Glasser and others discuss workable classroom approaches that are useable - "Starting Tomorrow".

Theory Into Practice 1580

A documentary look at individualized instruction as practiced at the University Elementary School and an inner-city elementary school. Dr. Madeline Hunter outlines her process of custon-tailoring instruction to fit each learner as an individual, and explains the direct relevance of the program to improved classroom climate.

The Toymaker 663

Two hand puppets - one spotted and one striped - discover that they are not identical and become fearful of each other. They begin to battle, and only after much unhappiness do they stop to consider how trival was the reason that dissolved their friendship.

What's New at School 1623

Presents extremes in education on a continuum from formal to informal education at the elementary level. The open classroom is introduced as an alternative form to the traditional classroom

Where is Prejudice 610

A documentary study of 12 college students of different races and faiths, who examine their prejudices, feelings and emotions during a summer week at Gloucester, Mass.

The Who, What, and Why of Authority 1607

Views are presented on such interrelated subjects as: authority, rules, power, responsibility, types and degrees of control, and the many related attitudes, standards, and prejudices which combine to complicate the problem.

Why Human Relations 1583

A summary of modern education writers' thoughts regarding human relations. John Holt, Herbert Kohl, Charles Silberman, James Herndon, and others discuss the need for positive human relationships in school, the goals of public education, the relationship between discipline and human relations, and how human relations can be consciously imporved.

Without Saying a Word 1315

"You can say a great deal without saying a word, you can say a lot without say a word, you can say how you feel." Nodding, shrugging, and staring are ways of saying a lot without saying a word.

FILMS AVAILABLE THROUGH THE OHIO EDUCATION ASSOCIATION

Booking Directions

Film requests should include first, second and third choice of dates and length of time the film is desired. Prompt confirmation of the booking will be made by OEA if the film is available. Do not consider the film booked until a confirmation slip is received.

Request films at least four to six weeks in advance from the OEA Film Library, 225 E. Broad St., Box 2550 Columbus, Ohio 43216.

Film Rental

A rental fee of $5 per day for OEA members and $20 per day for non-OEA members is charged on films to cover part of the cost of processing and handling. It also provides part of the cost of purchasing new films or additional prints of those already in the library.

Glasser on Discipline (Media Five)

Glasser describes what discipline is and isn't Using typical discipline problems as examples, he reveals some practical solutions.

Glasser on Schools (Media Five)

Documentary capsulizing William Glasser's revolutionary no-fail education philosophy. Filmed during a one-day symposium with students and faculty of LaVerne College, California.

Schools Without Failure (Media Five)

Documentary showing William Glasser's no-fail concept at work in a public elementary school in Palo Alto, California.

The OK Classroom (Media Five)

A thorough introduction to the techniques and terminology of Transactional Analysis, explicated by Thomas Harris, author of I'm OK - You're OK. Harris discusses T.A. concepts with teachers, explains special meanings of the terms Parent, Adult, Child, Transaction, Strokes, Life Positions and Game and narrates documentary examples of his theories in action in several school classrooms. Emphasis is on implications for discipline. Included are many practical suggestions for understanding and improving the teacher-student relationship.

What is Discipline, Anyway? (Media Five)

What is discipline? The film provides a revealing montage of viewpoints around the central theme of school discipline, what it is and how to achieve it within a framework of realistic, enforceable rules. Discipline and punishment are differentiated. Guests include John Holt, Charles Silberman, Madeline Hunter, Arthur Pearl, James Herndon and Jonathan Kozol.

A MODEL PROGRAM IN AFFECTIVE EDUCATION

The following books, games, and kits are housed in the Planning and Development Branch of the Education Center as a part of the project A MODEL PROGRAM IN AFFECTIVE EDUCATION. Persons desiring to preview these materials should contact Dr. James Morgan (369-4873) or Mr. David Kinsella (369-4878), coordinators of the program.

Books

The Affective Domain in Education
Becoming Aware of Values
Clarifying Values Through Subject Matter
Diagnosing Professional Climates of Schools
Discovering Your Teaching Self
Developing Value Constructs in Schooling: Inquiry into Process and Product
The Development of Motives and Values in the Child
Education for Affective Achievement
Educational Change: A Humanistic Approach
The Four Faces of Teaching
Fantasy and Feeling in Education
Facts and Feeling in the Classroom
The Geranium on the Window Sill
Getting It Together
Helping Students Help Themselves
A Humanistic Psychology of Education: Making the School Everybody's House
Handbook for Facilitators
Human Values in the Classroom
Human Teaching for Human Learning
Human Values in Education
Learning to Feel - Fealing to Learn
Left Handed Teaching
Mastering Classroom Communication
Moral Education
Media in Value Education
More Values Clarification
Organizational Development in Schools
100 Ways to Enhance Self-Concept in the Classroom
The Other Side of the Report Card
Open Sesame
Personalizing Education
Readings in Minority - Group Relations
Reach, Touch, and Teach
Role Playing for Social Values
Readings in Values Clarification
Report - Results of Administration of an Inventory in the "Teaching for Responsible Behavior" Program
Reference Guide to Handbooks and Annuals
Structured Experiences - 5 volumes
Schools Without Failure
The Ultimate Athlete
Toward Humanistic Education
Valuing in the Family
Values and Decision Making IV
Values Clarification
Values Clarification Through Writing
Will the Real Teacher Please Stand Up?
Why Am I Afraid to Tell You Who I Am?
Lonliness in the School

Curriculum Materials

Affective Education Strategies for Experiential Learning
Activities and Exercises for Affective Education
Becoming Myself
Coronado Plan
Designs in Affective Education
Developing Individual Values in the Classroom
Here I Am
Intergroup and Minority Relations
I'm Not Alone
Making Value Judgments: Decisions for Today
Making Sense of Our Lives
Sunshine
Search for Meaning
Sharing Values
Seeking Values
20 Exercises for the Classroom
Thinking With Values
Vegetable Soup Activities
Values - What's Important to You?
Value Clarification in the Classroom: A Primer
Value Clarification as Learning Process
Who Am I?

Games

The Balanced Life in a Cruel, Cruel World
Helping Hands
My Cup Runneth Over
Match Wits
Timao
The Ungame
Value Bingo
Why Am I Afraid to Tell You Who I Am?

Kits

Developing Understanding of Self and Others
First Things:
- A) Strategy for Teaching Values
- B) You Promised
- C) How Do You Know What's Fair?
- D) Strategy for Teaching Social Reasoning

Toward Affective Development
Values in Action

STEPS TO EFFECTIVE CLASSROOM BISCIPLINE

A. Specifications of Constructive Discipline

1. It must be based on "do" rather than "don't." The emphasis is on practicing right responses and habits.

2. It must involve a high degree of participation. If the pupil has a part in creating the conditions under which he works, he is less likely to cause disturbances.

3. It must be based on cooperation. The older form of discipline required a certain degree of cooperation with the teacher, but the modern concept of discipline requires a very high degree of cooperation with all members of the group. The modern school seeks to teach pupils that society will have more and better answers for its many perplexing problems if it can operate on higher levels of cooperation.

4. It must seek social consciousness. A classroom characterized by excessive noise, discourtesy, and confusion presents an undersirable situation, however progressive the school may claim to be.

5. It must be primarily concerned with changes in pupils. From the point of view of character education we do not strive for a classroom in which nothing goes wrong, but we are concerned with the question: What do pupils do about it when a situation is in need of adjustment?

B. Practical Steps in Constructive Discipline

1. Use the school day for work. It is easier to maintain good order when pupils are busy at worth-while tasks than it is when the hour is devoted merely to the hearing of assigned lessons.

2. Provide a supplementary library in or near each room. In far too many cases, responsible school officials fail to recognize the extent to which disciplinary problems are due to a lack of instructional materials. Whenever possible, use workshop or laboratory techniques, investigations, experiments, projects, etc., in which there is opportunity for problem solving or reflective thinking.

3. Use the standards of the group as the foundation of your disciplinary measures. You may need to overlook many undesirable things. Any effort of punishment will be futile if it opposes the standards of the group: e.g., you cannot eliminate cheating from your grade or your school until the group opinion is against cheating. A corollary if this principle is that you must make requests in the interests of the group, never for yourself.

4. Respect the personality of the pupil. Employ a procedure that is friendly and informal, but businesslike. Appeal to the personal interests of pupils. Treat every pupil with the same degree of fairness, imparitality, and consideratiVeness.

5. Whenever possible, provide flexible furniture. The socialized recitation and panel discussions featuring practice in cooperative thinking are very difficult to achieve when pupils sit in formal rows.

6. Recognize that in general children like to work hard at worth-while things. It may not be desirable, certainly it is not feasible, to have pupils do only those tasks in which they are interested, but surely gifted teachers can interest pupils in the things that need to be done.

7. Stop trying to teach pupils things they cannot learn. Recognize that many disciplinary troubles or cases of mental ill health and maladjustment in school are due directly to our inability to find appropriate activities for the pupils.

8. Seek to give every pupil the satisfaction that comes with doing something which exhibits a fine quality of workmanship. In making an inventory of the human materials in your class be sure to list the specific thing each pupil can do easily and well. A very famous school man used the idea suggested here as the main part of his program of character education.

9. Plan all matters of routine management effectively. Often the mechanics of the situation stimulate pupils to mild forms of horse-play that develop into serious misbehavior.

10. Provide a variety of activities, alternating overt physical activity with quieter activity and rest.

11. Take the clinical view toward problems of discipline. Remember that the constructive view of discipline holds to the conviction that behavior problems inevitabley arise out of wrong conditions for normal growth. In discussing discipline, be as impersonal as a physician. When a physician looks down your sore throat he is sympathetic, but it is your sore throat. He doesn't go away emotionally disorganized.

12. Use a variety of teaching procedures. The long school day can be insufferably boring to children, and they can scarcely be blamed if sooner or later someone gives in to the temptation to start something.

13. Give pupils a part in planning and appraisal. In the older school the teacher planned, the pupil did the work, and the supervisor appraised it. The constructive view of discipline holds that this day is passing and that the pupil must have a part in all of these matters.

14. Build a school tradition of fine standards. Probably no procedure in character education is more effective in dealing with the pupil who is a behavior problem than to place him with a group of fellows who approve and highly reward the right reaction. You will find it easy to get the correct response in school if "this is the thing to do."

15. Take every measure possible to improve your personality. Many teachers never need to give the problem of discipline a thought because pupils like to be under the spell of their personalities. For practical purposes we may compare the warmth of a teacher's personality to the sunlight that brings life and color to a growing flower. Research studies in the area of personality development suggest that there is something the individual teacher can do to improve his own personality.

C. Preventive Discipline. The following list constitutes a "box of aspirin tablets" to meet such emergency situations. A wise application of these tricks of the trade will give you the necessary time to inquire into some of the fundamental causes that contribute to existing conditions, and in many cases you will be spared the annoyance of facing more serious and perplexing misbehavior. But the teacher who finds himself in the midst of serious disciplinary troubles should not be deceived into believing that the following suggestions, however helpful they may prove to be, strike at the fundamental factors in a discipline problem:

1. Learn the names of pupils quickly. It is helpful to have a variety of activities ready the first day as the children come into the room and to make a seating chart while they are busy. A teacher should be able to call on any pupil by name within a short time.

2. Study carefully the seating of the students. It seems to be true that certain students have a bad effect on each other. A boy who ordinarily is a quiet worker may, when seated with the wrong neighbor, start the mischievous spirit in both.

3. Learn to "ride your eye" through the eyes of your students. In the early days you cannot often turn your back on the class to discuss maps, write on the blackboard, and the like. In the early weeks you cannot sit much. It is of considerable advantage for a teacher to stand where he can see clearly what each pupil id soing. Try to hear all and see all that is happening in the class all the time.

4. Learn to involve in the discussion those pupils whose attention is wavering. It is an easy trick to bring into the fold those who are about to be lost through day-dreaming, interest in neighbors, "monkeying," and others.

5. Be businesslike. This means that you must have an interesting program of worth-while material for each hour. In keeping pupils busy, provide the greatest amount of variety consistant with good organization. Begin promptly with a suggestion of vigor and close the work on time. Supervise your children carefully if they have occasion to go to other parts of the building.

6. Make every effort to avoid all suggestions of criticism, disorganization, or anger before the group. Make your suggestions for individual characteristic of efficiency and success. Be genuine and, if possible, use a sense of humor.

7. When a member of the group obstructs the work, the treatment of the case should be calm, dignified, and firm. If the administration approves, the member should be expected to leave the room, preferably to sit alone in a place provided for such a purpose. At the first opportunity the offense should be dealt with in private conference. If a pupil is interfering with the work of others, go quietly to him and request his cooperation. Isolate pupils only for serious forms of disturbance. When you are not certain what to do, do nothing.

8. Use special occasions to carry over to the pupils the idea that you are interested in them as human beings. Hold friendly chats with individuals who cause difficulty, etc.

9. Stop the little things. Anticipate difficulties before they reach the crisis stage. The snowball falling downhill gathers momentum and size. In like manner, many disciplinary problems that seem insignificant in the early stages may become serious. Proper treatment requires good sense and some other means than a "Don't." Avoid too difficult assignments in the early weeks. At the end of each day of the first week list the weak spots of the room.

10. Do not draw an issue so closely that somebody has to give in - it may be you!

D. Guides for Dealing with Serious misbehavior problems.

1. Isolate a child from the group when he is rapidly "going to pieces." For the time being, he is incapable of associating properly with other children; the amount of stimulation is too great for him. Use isolation not for punishment but to relieve both the individual and the group.

2 Do not try to talk with the child until he has "cooled off" enough to talk rationally with you. Avoid making the period of delay an ordeal of mental torture. When he is ready and able to talk calmly about the matter, do it at once. In no case let the matter hang over to the next day.

3. Be frank with a child. State the situation fairly and in a way that he will understand. Be judicial; try to see his side, but do not be "soft" about it. Seek to determine the facts in the case. Get at motives behind the offense.

4. If the child has damaged property, let him propose a method of restitution. If his idea is practical, let him carry it out, but see that he does what he promises to do.

5. Under no circumstances force a child to apologize to you. If an apology is freely given, accept it with grace, but do not lead a child to feel that you are holding a grudge against him. A forced apology is not a corrective measure or even a punishment. It is a humiliation of both child and teacher.

6. When the matter is settled, drop it. Let the child know that he is restored to full membership in the group and that what went before is "water over the dam." Do not inadvertently help a child to build up a reputation for disorderly behavior. When an individual once has such a reputation, he may tend to do all he can to live up to it.

7. Do not publicize offenses and their treatment before the other children. Never rebuke or punish the whole group for the fault of a few. Do not use sarcasm or ridicule. Never make threats, particularly those you know you will never carry out. Some day somebody may call your bluff. What will you do then?

8. Help children set up their own standards for conduct in various kinds of situations. Remember that all of us are more apt to abide by the rule we help to make.

9. A visit to the home is often effective. Do not overlook the chance to utilize the cooperation of a home in which there is teamwork.

The information in this section was compiled by Mr. Scott Gannon of the Student Concerns Project and Cincinnati Human Relations Commission. Mr. Gannon has access to other related materials in the areas of discipline, child development, and classroom management.

He may be contacted at the Human Relations Commission, 801 Linn Street, Suite 202, phone: 352-3237.

All other inquiries may be directed to Brinson Terry, chairperson of the Committee on Pupil-Staff Rapport and Orientation.